1:Gallin E-4,5 (1957-1958) 1966
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the father was perhaps more angry with the child for causing him to lose face than for taking the fruit—something which children frequently do.

Ordinarily, when discipline is called for, the parents threaten their children. Such threats are based on things the children have had experience with, as for example, "If you are not good I will sell you out [to another family]." This is done since "children know it is a terrible thing to be sold out." The villagers point out that they never threaten children by saying, "the demons will take you away," for such warnings lack the reality necessary to intimidate the child.

Respect for elders is mainly taught by the example set by parents and older siblings. Children are frequently told stories which focus on acts of filial piety and are also warned of the tortures that await the unfilial in the underworld. This makes a great impression on most children. Such training is reinforced by the funerals which the children attend, both in their own village and in the villages of their *ch'in ch'i*. On these occasions the tortures of the underworld and the favorable and unfavorable kinds of rebirth after death are emphasized.

In general, however, children have a great deal of freedom of action, and to a large degree they get their own way with their parents or are at least made to believe they do. Village adults often find it difficult to refuse the requests of their children, and rather than say no, will commonly *p'ien* (fool) their young child. For example, a parent will convince the child that the unpleasant task to be done or medicine to be taken is really something quite special, a treat or a privilege.

EDUCATION

Primary education in Taiwan is now "compulsory." Schools operated by the provincial government are open to all children. There is a small percentage of village children who for various reasons do not go at all and a larger group who attend sporadically. There are several schools scattered throughout each *hsiang*, and each is attended by the children of a few villages. The children from Hsin Hsing along with the children from seven other villages in Pu Yen Hsiang attend a school in Hao Hsiu village, about two miles down the road from Hsin Hsing. While most of the students walk to and from the school each day, some bicycle and a few occasionally go by bus. The school enrollment for 1958 was 1,295, including 666 boys and 627 girls. Of this total enrollment, 88 students were from Hsin Hsing—39 boys and 49 girls.

Officially, children must attend school from the ages of six to twelve, but there are many students at the Hao Hsiu primary school who are as old as fourteen and fifteen. The latter are usually students who had

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872 to drop out for a while, and have now returned to complete their schooling.

During 1958, there were fourteen other Hsin Hsing village children of school age—two boys and twelve girls—who did not attend the primary school. The girls had either not attended at all that year or had dropped out during the course of the school year. The number of students from Hsin Hsing not attending school is proportionally higher than the number from other villages in the Hao Hsiu primary school area. This is probably attributable to one or both of two factors: the impoverished condition of some families and the negative attitude of some parents toward the necessity of schooling, particularly for girls.

871 872 852 [464] The economic factor is undoubtedly more important, especially in Hsin Hsing village, which suffers most from a land scarcity. More of the male adults, both young and old, must go to Taipei to work on at least a part-time basis. Consequently, the women must take a much greater part in cultivating and harvesting, which means that school age children must care for their preschool siblings. This applies mainly to girls in Hsin Hsing and helps account for the much larger number of girls not attending school. However, the negative attitude toward education also plays an important part in keeping children from school. The mother frequently feels this way about schooling because, unlike her husband, she has had few outside contacts or experiences to show her the value of education. However, to answer the social pressure to send their children to school, villagers who refuse to do so tend to use the economic factor to justify their actions. They point out that the child is needed at home to care for younger siblings while the mother works in the fields. And they add that "it is not important for girls to go to school and learn to read." Since village children are not required to wear uniforms in primary school, and since the cost of books and supplies is small, parents do not usually cite these expenses as a reason for keeping a child home from school.

872 871 Although primary school education is compulsory, parents who refuse to send their children are not forced to do so. At the very most, the local school teacher may pay the family a visit and make a tactful attempt to persuade the parents to send the child. If they still refuse, the school drops the matter until the next year, when the personal request by a teacher is repeated.

871 [554] Most villagers however, do realize the importance of education. While they feel that schooling is more necessary for boys, many also recognize its value for girls. Adult Hsin Hsing villagers, most of whom are illiterate, often say that "one suffers if one cannot read and write." It is generally the educated members of the village who are most

1:Gallin E-4,5 (1957-1958) 1966
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highly respected. When a letter from a relative in the city arrives, most villagers must go to one of their literate neighbors to have it read. 871 554

Today, most village children do complete primary school. Kuo-Yu (Mandarin) is used almost immediately from the first year, even in the rural primary schools. Primary school graduates and those in the lower grades can therefore speak Mandarin. In addition, because of the increased contacts with urban centers and also with Mandarin speakers in the rural areas, most of the young people retain a speaking knowledge of Mandarin. This holds true even for the majority, who remain in the villages and do not go on to middle school. 872 191

However, the ability to read Chinese characters is frequently not retained for very long. Primary school graduates can usually read simple texts, although much of this material is often memorized. Even those who do fairly well in reading forget characters very quickly unless they go on to middle school or continue to take an interest in reading after graduation. The reading of simple material soon becomes difficult with lack of practice. 212

Unfortunately, the primary schools, whose books and courses of study are furnished by the provincial government, make no attempt to teach the children material which would equip them to read simple agricultural magazines. Consequently, the upper classmen or primary school graduates who try to read *Harvest Magazine*, a useful agricultural magazine for the farm population, have found even this simplified though specialized material frustrating. Most of the young people who do make an attempt soon give up and all too often read almost nothing at all. The end result is that several years after they graduated from primary school, many of these young people are again functionally illiterate. [204]

In Hsin Hsing village only a few primary school graduates go on to junior and finally senior middle school each year. They usually go to a community school in Lukang, since it is located close to the village. Students attending this school can live at home and make the three-mile trip each way by bus or bicycle. During the period of this research, the two Hsin Hsing village girls attending middle school went to the Lukang school, along with three boys from the village. A few other boys attended middle schools near Chang-hua, less than ten miles from the village, and one village boy was studying at a middle school in Taichung about twenty-five miles away. The boys at the Chang-hua and Taichung schools had to live away from home. 873

The Lukang middle school gives a general education; the one near Chang-hua gives specialized training in agriculture; the Taichung school is considered academically superior to the others. All middle schools, however, charge tuition and can be entered only after passing [874]

Languages

Sanlei is a multi-lingual community. No one language is sufficient to communicate with everyone although Taiwanese (min-nan hua) comes very close. All village children speak Taiwanese most of the time. In casual conversations, in village affairs, and in religious observances the utilization of Taiwanese is usual. Use of another language is restricted to "special occasions" such as dealing with government officials, but even here, if villager and official are both Taiwanese, employment of Taiwanese is likely. We started with Mandarin but as we learned a little Taiwanese, our efforts in Taiwanese were greatly applauded.

Mandarin is the official language in the schools. Since attendance is compulsory, almost all children are exposed to six years of language training. Several Mainlander teachers in the school refuse to speak Taiwanese at any time and a few know no more than a few polite phrases and do not care to learn any more. Many village women are unable to converse at all with their childrens' teachers. In the li school, only the first grade teacher permits use of any Taiwanese in class.

Several of the older men, especially the more influential ones, but no older women, have learned Mandarin in order to deal with the government and conduct business. Much of the acquired facility in Mandarin will be lost

474 Currently, the 66 members, 31 from Sanlei, constitute an
245 all-time high reflecting the previously described change to citrus cultivation. Four representatives serving three-year terms represent Talei Li, one from T'oulei, one from Erhlei, and two from Sanlei, another equal balance of factions. These representatives meet with others in Ch'i Chang to elect 20 of their members to represent them at the Taipei (main) level. At the Taipei level, 111 representatives elect a 25 man board which selects the general manager.

The fruit cooperatives are much larger than farmers' associations, the election process is more indirect, and the organization is less responsive to its membership. However, its management has generally been excellent, distributed profits are good, and marketing is efficient. No Talei citrus farmer has failed to join the cooperative and each markets most of his crop through the association.

Education

• 872 Talei Li has its own six-year primary school located in Erhlei. Under Japanese rule, students walked to the Pouti school. In 1955, a branch of the Pouti school was established in the li, and in 1964, it was granted independence. Currently the school has a principal, twelve teachers, and a janitor. There is no clerk but one will be added when the school gets bigger. Two hundred Talei

872 Li families send a total of 423 students to school, over 98 per cent of the eligible residents in the li, with girls constituting a slight majority over boys.

871 The Sanlei school is not highly rated. During the first four years students attend only half day and the last two years only permit full days. Admission to junior high school in Taiwan is by competitive examination except for expensive private secondary schools. Successful completion of the examination usually requires six years of full day classes plus a considerable amount of evening classes and individual tutoring. Though illegal, the majority of island schools provide these extra programs for a fee. Talei's school does not and this is one of the reasons why the Mainlander children in Wulei travel to Hsin Tien to school.

871 875 Villagers do not yet fully believe in the efficacy of education. They point out that most junior high graduates do not earn more money than elementary graduates. School teachers, for example, earn less than most miners and many farmers. For example, a rich farming family with four sons in T'oulei sent the youngest to college and he is now teaching in a Hsin Tien school. Although he brings some prestige to his family, his three farming brothers supplement his salary. In its history, Sanlei has had only one high school graduate and two junior high school graduates and only one of these graduates earns more

876 technical skills designed to make a living, but comprises the Renaissance idea of the "whole man," including moral behavior; attitudes towards fellow men, relatives, and country; public responsibility; and so forth (Suyin Han, 1966:97-8).

872 This is still an appropriate description of the local school curriculum. There is little emphasis on technical skills other than reading and writing as compared with the amount of time devoted to moral behavior and proper political ideology. Physical training--exercise and games--to develop the body are now included, particularly on Saturday mornings. The school has achieved some success in tag ball competition with other schools. The teams include both girls and boys for separation of sexes in school does not begin until the junior high level.

871 Interest in education is growing, now much stronger in the progressive li faction of Erhlei and T'oulei. The government is in process of implementing a plan for nine years of compulsory education and when it is promulgated, Talei Li children will attend in spite of the fact that villagers do not believe in the value of education for

829 most people. "When the government makes a decision one should smile and obey. To protest is as worthless as a mosquito biting a water buffalo's horn" (see Glossary C), was the statement of the old store owner, an important traditional leader, to a group of senior citizens when asked by one what should be done about the recent increase

875 The teachers and villagers have few contacts as most teachers consider themselves an elite forced to associate with parents whom they seemingly regard as ignorant peasants. [563] Undoubtedly the Mainlander (teacher)-Taiwanese (villager) identities exacerbate the relationship problems (See Chapter I). Only two teachers are highly admired by villagers, one of whom is a Taiwanese.

• 872 The school is so overcrowded that the first four grades are on half-day sessions and only the last two grades are full-day sessions. The first five days of the week are primarily devoted to academics but with a mid-morning and mid-afternoon recess. Saturday morning is devoted to physical education, housekeeping, and additional lessons in Mandarin.

876 Teaching techniques emphasize rote memorization, chanting lessons in unison, and extreme respect for the teacher. Elements of traditional classical education remain a part of the curriculum for a major goal of education is to make good citizens. Everyone memorizes a large number of quotations and classical short stories which possess a moral. This kind of memorization was common in the village even among those who were illiterate and the school merely reinforced and expanded this traditional content. One old village man, quite illiterate, could recite an appropriate quote for any occasion.[3]

171 876 There is an interesting contrast in the Chinese and American teacher's relationship with students. Using